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ABSTRACT

This report offers guidelines for a concern-centered approach to the student's needs concerning alcohol education. It specifies the ultimate objective of an alcohol curriculum as not simply or primarily a vehicle for imparting knowledge but also a strategy for helping the student develop decision-making skills. In addition to presenting the facts, teachers must focus on the student's concerns. Teachers are advised to create their own programs if the activities presented in this guide are not adequate or applicable to the special concerns of their students. (VG)

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AN ALCOHOL EDUCATION
TEACHER RESOURCE

TEXAS COMMISSION
ON ALCOHOLISM

THINKING ABOUT DRINKING

An Alcohol Education Resource for Teachers

Compiled and Distributed by

**The Texas Commission on Alcoholism
809 Sam Houston State Office Building
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FORWARD

This manual was compiled by the Texas Commission on Alcoholism from materials prepared by the National Highway Traffic Safety Administration and the National Institute on Alcohol Abuse and Alcoholism; the Division of Alcoholism and Drug Abuse of the North Dakota State Department of Health; Alcohol Education for Classroom and Community, edited by McCarthy; and the United States Children's Bureau and National Institute of Mental Health.

Preface

The ultimate objective of alcohol education is to influence present and future behavior--that is, to promote responsible actions regarding alcohol use. The specific behaviors agreed upon by many teachers, communities, state and national agencies that alcohol education should strive to produce are as follows:

Students act responsibly in their personal and social behavior by

1. Abstaining or drinking responsibly so as not to adversely affect their:
 - physical health
 - mental health
 - family and school life
 - employment
 - freedom;
2. Abstaining or drinking responsibly when planning to drive, or not driving when driving ability has been impaired due to alcohol use;
3. Not riding with drivers whose driving ability has been impaired due to alcohol use;
4. Not performing other potentially dangerous tasks when performance ability has been impaired by alcohol use;
5. Not being influenced by false advertising claims;
6. Seeking help if they are problem drinkers;
7. Not making irresponsible drinking a socially attractive phenomenon;
8. Not buying alcohol for illegal distribution to minors;
9. Identifying and then getting help for the problem drinker through personal and political action;
10. Encouraging others to respond in like manner in the above situations.

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THE CONCERN-CENTERED APPROACH TO ALCOHOL EDUCATION

More people are directly or indirectly affected by alcohol-related concerns than by any other single health problem. Alcohol is the nation's number one abused drug, although more publicity has recently been given to other drug dependencies.

Concerns with alcohol are not by any means confined to adults. Most Americans have their first drink by the time they are 13 years old, and two-thirds of the population over 15 years old drink at least occasionally. This means that many adolescents must cope with drinking problems. Adolescence is the time when most people are faced with the decision of whether or not to drink, and the subsequent feelings and behaviors which accompany use, non-use, and abuse of alcohol. In addition, this is also the age at which most people begin to drive, necessitating decisions about how they will relate drinking and driving. Some teenagers become serious problem drinkers during their high school years. Furthermore, many young children, as well as teenagers, have to cope with problem drinkers in their families. In short, young people are concerned about many alcohol-related issues.

It will be helpful for teachers to address themselves to these student concerns. Such concerns and the feelings they generate are a most effective stimulus to learning.

The ultimate objective of an alcohol curriculum is not simply or primarily to impart knowledge but to develop decision-making skills. The presentation of facts alone is not sufficient. Motivation generated by focusing on student concerns is necessary to enable the student to acquire patterns of responsible drinking or abstaining behavior.

Therefore, to implement an effective alcohol curriculum, a teacher must first determine his students' concerns and then select those activities which address these concerns. If no activity is included in this material to fit a specific need, the teacher is encouraged to create his/her own, using these as guidelines. Teachers may want the students to look not only at what is relevant to them at the particular moment but also at what will be important to them in the near future, such as drinking and driving.

Education can offer a major contribution to the prevention of alcohol abuse if it deals with the feelings and behavior

of students and develops their decision-making skills. The schools can do little for pupils who are well on their way to becoming problem drinkers, for they need professional help. But schools can help other students deal with their concerns about alcohol, such as how to resist peer pressures, whether or not to drink, how to react to a problem drinker, what to do in order to avoid riding with a drunk driver and how to cope with pressures to drive when impaired by alcohol use. It is the responsibility of the school to help students develop the ability to cope with these existing or potential problems and to develop responsible drinking habits. Prevention, not remedy, is the best way to eliminate social problems.

CONTENT LITERATURE

Ethyl Alcohol, the Chemical, C_2H_5OH

Kinds of Alcohol

The most common kinds of alcohol are ethyl, methyl (wood alcohol), propyl, and amyl. They are all composed of three basic elements--carbon, hydrogen, and oxygen. Their difference lies in the structural arrangement of these elements.

The only alcohol that is used in beverages for drinking is ethyl. The other alcohols, while they have a similar intoxicating effect, are unfit for human consumption for two reasons: (1) The body has difficulty in disposing of them. (2) The products that result from oxidation in the body are very harmful.

Methyl alcohol, for example, is oxidized very slowly and consequently must be disposed of largely by elimination, which is a relatively slow process. A person who drinks a half pint of ethyl alcohol in a day has no alcohol left in him the next day because oxidation has disposed of it. But the man who drinks the equivalent amount of methyl alcohol will not dispose of it for perhaps a week. Furthermore, the small amount of methyl alcohol that is oxidized produces a poisonous substance (formaldehyde) which damages nerves. Such damage to the optic nerve can cause blindness. Ethyl alcohol, on the other hand, is oxidized into products that are harmless to the body in small quantities.

Nature of Ethyl Alcohol

Ethyl alcohol, the alcohol that will be discussed from this point on, is a clear, colorless liquid with little odor but with a strong, burning taste. Those who claim that they can smell alcohol on a drinker's breath do not actually smell the alcohol. They smell the aromatic oils and the other ingredients in the beverage which the person has been drinking.

Alcohol is classified as an anesthetic drug because it produces a gradually increasing depression of the nervous system. This is an action that is peculiar to anesthetic drugs like ether and chloroform.

Alcohol and Nutrition

When alcohol is oxidized, it liberates energy which the body uses. For that reason it is classified as a food. To say that alcohol is a food is not to say that it is a good food. From the standpoint of nutrition it provides one thing and one thing only--heat energy. It is a fuel food which, when oxidized in the body, produces about 200 calories of energy per ounce. Alcohol, however, does not supply any proteins, minerals or vitamins and can cause some real nutritional problems for a person who drinks excessively. Alcohol can satisfy one's hunger to such an extent that his intake of foods containing the necessary vitamins, minerals, and proteins is sharply reduced. If this occurs for an extended length of time, he can suffer from malnutrition without being aware of it. This is one reason that a heavy drinker or a chronic alcoholic eventually becomes a victim of a host of serious physical diseases.

If a person maintains his normal diet of nutritional foods in addition to regular amounts of alcohol, he will likely get more calories than he can use. Unused calories are stored by the body in the form of fat. One ounce of alcohol can be as threatening to the figure as eight teaspoons of sugar, three slices of bread or one and a half bottles of Coca Cola.

Types of Alcoholic Beverages

Alcoholic beverages can be divided into three types: wines, beers, and distilled spirits. The alcohol in all of these is the same, ethyl alcohol, and it is created through the process of fermentation. This fermentation process is caused by the action of microscopic yeast plants on a certain form of sugar known as glucose, commonly found in fruit juice.

No beverage with an alcoholic content greater than 15 percent can be produced by natural fermentation. Stronger beverages can be obtained only by distillation or by adding distilled alcohol. Naturally fermented wine to which alcohol has been added is called fortified wine, often referred to as liqueurs.

Fermentation was probably discovered accidentally by primitive man when he undertook to store a supply of fruit juice for winter use. When the time came to use it he noted a decided change in its taste. He also may have noticed that upon drinking some of it he experienced a strange feeling. Knowing that no one else had touched the juice and never

having heard of a yeast plant, he attributed this transformation to workings of the supernatural. He may have reasoned that the "spirits" had gotten into it, which probably accounts for the fact that we still refer to alcohol as "spirits."

Wine: If any fruit juice is left in an open container long enough to permit this yeast plant to get into it and the juice is kept at a suitable temperature, a chemical change will take place. The yeast plant will multiply and each one will secrete an enzyme that in turn will break down the glucose into ethyl alcohol and carbon dioxide. In most beverages the carbon dioxide gas is permitted to escape, but in some it is retained to provide effervescence. The process of fermentation will continue until the alcohol content has reached a maximum of 14 or 15 percent. At this point the yeast plants become victims of their own industry. They are made inactive by the alcohol, rise to the top, and are skimmed off as scum.

If the fermentation process of the fruit juice is permitted to run its full course, which usually is six to ten days, the result is wine, a solution containing 14 to 15 percent alcohol, water, minerals, solids, and vitamins. This solution is put into closed containers and allowed to go through an aging process to improve the flavor.

Most wine is made from grapes. The fresh ripe grapes are crushed to release the juices. If red wine is desired, the entire crushed material is used. For white wine, only the concentrated juice is used. Dry wine has only a trace of sugar while sweet wine may contain 2 to 15 percent sugar. Sparkling wines, such as champagne, which contain dissolved carbon dioxide, are more rapidly intoxicating than many other alcohol beverages. This is because of the stimulant action of the carbon dioxide which hastens the passage of food from the stomach into the small intestines where absorption takes place more readily.

Beer and Ale: Brewed beverages such as beer or ale are made by the fermentation of a broth made from cereal grain, but an additional step is necessary. Malt is added to the broth to first convert the starch to sugar on which the yeast can act. Malt is sprouted barley that has been dried and ground up. It contains an enzyme that changes starch to sugar. In the case of beer the fermentation is stopped when the alcohol content reaches three to six percent. The result is a solution containing the amount of alcohol desired, together with some of the water, minerals, solids, and vitamins that were in the original broth. Hops are added to give flavor. It contributes nothing to the fermentation process.

Distilled Spirits: The process of distillation came long after the discovery of fermentation. It was known to the Greeks and possibly to the scholars of Alexandria, Egypt, about the beginning of the Christian Era, but it was not introduced into Europe until the 13th Century by the Arabs.

Distilled spirits are produced by heating wines or brews so that the alcohol, which boils at a lower temperature than water, and some of the water itself passes off as vapor. This vapor is cooled and condensed into another container. The result is a solution of water and alcohol which contains a much higher concentration of alcohol but which contains no solids, minerals, or vitamins.

The distilling process can be repeated until the resulting solution becomes almost pure alcohol. However, because of the unusual affinity alcohol has for water, a 100 percent alcohol solution cannot be maintained. The ordinary commercial alcohol which is usually called pure alcohol contains some five percent water, which means that it contains 95 percent alcohol and is labeled 190 proof.

The cereal from which a whiskey is made is denoted on the labels. Bourbon is 51 percent corn. Rye is 51 percent rye. Corn whiskey is 80 percent corn. Imported Scotch whiskey is made from malt only. Brandy or cognac is distilled wine. Rum is made from fermented molasses; gin, from juniper berries steeped in a 50 percent solution of alcohol; and Vodka, from potatoes.

Congeners

In the process of fermentation and distillation small amounts of a large number of substances besides alcohol and carbon dioxide are formed. These by-products, as well as the flavorings and other additives, are called congeners. Their presence has a great deal to do with the odor and taste of the beverage.

Proof

During the first half of the last century whiskey trade flourished to such an extent that a barrel of whiskey often became a medium of barter. The standard alcohol concentration of such whiskey became established at 50 percent. In order to be sure that one was not receiving a diluted whiskey, the buyer had to devise some simple way of testing the alcohol content. He moistened some gunpowder with the whiskey. If the gunpowder would burn, it was considered proof. Now any beverage labeled 100 proof contains 50

percent alcohol. To find the alcohol content of any beverage, proof is divided by two; thus 190 proof is 95 percent alcohol; 80 proof is 40 percent alcohol.

What the Body Does With Alcohol

Dilution

As soon as alcohol enters the mouth, the process of dilution begins. In the alimentary canal it is mixed with saliva, digestive juices, and other contents of the stomach and intestines. When it gets into the blood and is distributed to all parts of the body, it is further diluted by the blood and other body fluids.

Absorption

Unlike other foods, alcohol is not digested. It goes directly through the walls of the capillaries that line the stomach and intestines into the blood in its original form without chemical change. Since it does not have to go through the digestive process, as does other food, absorption into the blood begins in the stomach. This absorption is rapid at first, but gradually becomes slower and finally ceases until the contents of the stomach are emptied into the intestines where complete absorption takes place rapidly.

Pylorospasm

Sometimes the alcohol never reaches the intestine because it is blocked by the closing of the pyloric valve located between the stomach and small intestine. If this valve closes, a person gets what is called pylorospasm. The contents of the stomach are forced to remain in the stomach, but complete absorption will not take place for some unknown reason. Eventually, having no alternative, the individual will vomit the contents. This occurs to some people after taking a relatively small quantity of alcohol, to others only after consuming a large quantity, while to still others it never occurs.

Some people seem to have a higher physical tolerance than others. They are able to "hold their liquor." This is an ability in which some people take pride. This physical tolerance, however, can also be seen as a danger signal. Since they can consume more alcohol than others without getting sick, they are more apt to develop an addiction to alcohol. On the other hand, a person who gets sick rather quickly from alcohol is not as likely to become an excessive drinker.

Oxidation and Elimination

Alcohol is disposed of by elimination and by oxidation. Elimination takes place through the urine, the breath, and (in minute amounts) the perspiration. It is a slow process and rarely accounts for the disposal of more than ten percent of the alcohol in the body.

Oxidation therefore usually accounts for the disposal of 90 percent of the alcohol taken into the body. Oxidation is a slow burning process which takes place with all food the body uses for energy. The enzyme which begins the oxidation process is located in the liver. This enzyme changes the alcohol to acetaldehyde which is toxic. It would make a person very sick if it were not changed rapidly by another enzyme to acetic acid, which is harmless. It is then changed to the final products of oxidation--energy, carbon dioxide, and water.

There are several differences between the oxidation of alcohol and the oxidation of other foods. Normally the body oxidizes food in response to its need for energy. Thus if the food intake is greater than the body needs, it is stored for later use. This is not true with alcohol. It is oxidized whether the body needs the energy or not. Also, alcohol takes precedence over other food. It is used first. Finally, alcohol is oxidized at a constant controlled rate which varies only with the size of the liver. A normal 200 pound person can oxidize twice as much in a given time as a person weighing 100 pounds. A person of average weight (154 pounds) will oxidize about 2/3 ounce of 50 percent alcohol per hour.

There is no known way of speeding up oxidation. The body oxidizes alcohol at a constant rate regardless of whether a person is exercising or lying in bed. This fact explodes many "sobering up" myths such as drinking coffee, exercising and taking cold showers. The stimulating effect on the intoxicated person merely results in a more wide-awake "drunk."

Alcohol Affects Behavior

Anyone who has observed the antics of an intoxicated person is aware of the fact that alcohol somehow changes human behavior. There is a tendency to classify people as being drunk or sober. This is an oversimplification. Alcohol affects behavior from the time a person takes his first drink to the time he becomes intoxicated.

Differing Effects of Alcohol

Not all people are affected by alcohol in the same way nor is the same person always affected in the same way. A number of factors account for these differences. The effect alcohol has on a person varies according to the size of the person (larger people can drink more than smaller people and maintain the same blood alcohol level); the mood the individual is in; the situation (a drink with the boss or an old friend); his own drinking experience and expectations; amount of food consumed prior to drinking; and physical condition.

The degree to which a person is affected by alcohol is not always reflected in his behavior. Some people "let themselves go" after one or two drinks, while others can consume larger quantities without the effects being noticeable. This is because a person can learn to partially control his outward behavior after drinking. This is called psychological tolerance. Consequently, often one cannot tell by a person's outward behavior how much alcohol he has consumed or how much of his brain has been anesthetized.

Not all the nerve centers are affected by the same blood alcohol level. Some nerve centers are more resistant than others. The nerve centers controlling the automatic processes such as breathing are the last to be affected. The first to be affected are the centers controlling the higher functions that have been learned. Among these are the inhibitions and judgment.

Inhibitions

Inhibitions are restraints that human beings develop. Infants cry when they are uncomfortable no matter what time of the day or night it is. Parents put up with this behavior for a time but gradually impress on children that they are not always pleased with these techniques of making wants and needs known. Thus begins the long process of conditioning to restrain one's behavior so that it coincides more with the wishes of others. One also learns to modify his behavior because of concern about what others may think. Eventually through conditioning over a period of time, these restraints become somewhat fixed or stable. The stronger the conditioning the more alcohol it takes to release these inhibitions. For those who are overly self-conscious of what others think or say about them, alcohol may make them feel more at ease, talk more freely, become more active. They give the impression of being stimulated. One of the dangers involved is

that a person may experience a false sense of self-confidence which may cause him to take risks (as in driving) that he ordinarily would not take.

Developing Tolerance To Alcohol

There are two kinds of tolerance to alcohol which may outwardly appear the same but which actually are quite different.

Tissue Tolerance: There is some evidence that through prolonged regular intake of alcohol, one can develop what is called tissue tolerance. The nerve centers attempt to compensate for the depressant effect of the drug. The more they compensate, the more alcohol must be taken to obtain the same degree of effect. Thus, up to a point a person can develop a resistance or be more in command of his faculties than a beginning drinker having the same blood alcohol level. The average drinker, however, does not develop this tolerance to any significant degree.

Psychological Tolerance: This is a learning process, not a change in the functioning of the nerve centers as occurs in tissue tolerance. The drinker learns to compensate for the effects of alcohol much as a sailor learns to walk across the deck of a rolling ship. With concentrated effort a person may walk a straight line even though his blood alcohol level has reached the point of seriously affecting his coordination. It is psychological tolerance that fools people into thinking that a drinker is sober when he is not. That is why by observation alone one cannot determine to what extent alcohol has affected the faculties of a drinker. The fact that he looks and acts sober does not mean that he is any more capable of skilled performance than the beginning drinker who may appear intoxicated.

SOME COMMON ALCOHOLIC BEVERAGES

Beverage	Product Fermented	Distilled?	Percent of Alcohol by Volume
Beer	Malted barley	No	4-6
Ale	Malted barley	No	6-8
Wines:			
dry (dinner)	Grape juice	No	12-18
sweet (dessert)	Grape juice ¹	No	19-21
Whiskey	Malted grains	Yes	40-50
Brandy	Grape juice	Yes	40-50
Vodka	Potatoes and other sources ²	Yes	40-50
Gin	Various sources ³	Yes	40-50

¹The sweet wines have sugar added after fermentation and are fortified by the addition of brandy to kill the yeast and prevent fermentation of the sugar.

²Vodka is essentially just alcohol and water, without other flavoring agents.

³Gin is flavored with extracts from juniper berries and other sources.

AMOUNTS OF DIFFERENT ALCOHOLIC BEVERAGES YIELDING SIMILAR QUANTITIES OF ALCOHOL

Beverage	Alcohol Content (percent)	Approximate Amount Yielding 1/2 oz. of Alcohol
Beer	4	12 Oz.
Dinner wine	12	4 Oz.
Dessert wine	21	2 1/2 Oz.
80 "proof" liquor	40	1 1/4 Oz.
100 "proof" liquor	50	1 Oz.

MYTHS

Alcohol is a stimulant.

Alcohol is actually a depressant. The first area of the brain affected is that part which controls inhibitions, judgment and self-control; therefore, one may appear to be stimulated because of his uninhibited behavior.

A few drinks can improve skills.

Any amount of alcohol which causes an effect causes an impairment. One may feel as if his performance has improved when in reality it has declined.

Alcohol warms the body.

Alcohol makes a drinker feel warmer because it causes blood to rise to the skin's surface. However, when this happens, the body temperature is actually lowered because the surface heat is lost.

Alcohol cures colds.

Some symptoms may be temporarily relieved but alcohol does not cure colds.

Methods for sobering up quickly.

Alleged methods for sobering up range from hot coffee to cold showers, from food to fresh air. But time is the only real method of sobering up. There is no other way to increase the oxidation rate.

Eating foods made with alcohol can cause intoxication.

Even if the alcohol is not heated, not enough is used to cause any physical effects.

Mixing drinks causes greater intoxication.

Only the consumption of ethyl alcohol, the ingredient common to all alcoholic beverages, causes intoxication. A person may tend to consume more when he drinks mixed drinks, but mixing drinks does not cause intoxication.

SUBJECT AREA CROSS REFERENCE

Alcohol education should be taught simultaneously or consecutively in several different grade levels and subject areas. This method reinforces learning and emphasizes that alcohol issues are interdisciplinary. Furthermore, it encourages students to view and attempt to cope with alcohol issues from several diverse perspectives. This cross reference can be used to facilitate the process of coordination. The categories are quite flexible and teachers are encouraged to explore possibilities in any area which suits their students' needs.

Subject Area	Activity Number	Core Activity Description
Science	20	Demonstration using gold fish in solution of alcohol
	21	Game--difference between ethyl, denatured and methyl alcohol
	22	Students trace alcohol through diagram of the body
	23	Experiment to determine the properties of alcohol
	24	Students compare the rate of alcohol diffusion with that of food
Foods/Home Economics	19	Use of alcohol in food
Family Life/ Interpersonal Skills/ Peer Pressure	1a	Students collect cartoons, jokes and comic strips dealing with alcohol use
	2	Students collect records, lyrics or tape recordings dealing with alcohol use
	3	Students keep a record of their exposure to alcohol during a given period of time
	6	Students write description of "greatest" and "dumbest" they have ever seen someone do while drinking
	7	Peer group pressure--consultant bureau
	8	Peer group pressure--estimating length of an object
	9	Peer group pressure--personal experience
	10	Interpersonal--parent
	11	Game--problem drinking

(Continued) Family Life/ Interpersonal Skills/ Peer Pressure	12	Scenarios/Interpersonal situations dealing with drinking and driving
	13	Scenarios/Interpersonal situations dealing with drinking and driving
	14	Scenarios/Interpersonal situations dealing with drinking and driving
	15	Role Play/drinking and driving
	16	Role Play/drinking and driving
Health	1a	Students collect cartoons, jokes and comic strips dealing with alcohol use
	1b	Students make collages dealing with effects of alcohol
	4	Physical simulation exercise
	5	Games--physical and behavioral effects of alcohol
	20	Demonstration using gold fish in a solution of alcohol
Driver Education/ Safety	4	Physical simulation exercise
	12	Scenarios/Interpersonal situations dealing with drinking and driving
	13	Scenarios/Interpersonal situations dealing with drinking and driving
	14	Scenarios/Interpersonal situations dealing with drinking and driving
	15	Role Play/drinking and driving
	16	Role Play/drinking and driving
	17	Independent study/poll
	18	Resource person

ACTIVITY #1

Topic: Attitudes and Reasons

Method: Discussion: small group

Objective: Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

Activity: Students are assigned to collect all cartoons, jokes, comic strips and cards they read and hear over a period of several weeks that describe alcohol use. Students and teacher suggest good sources such as daily and Sunday newspapers, magazines, TV and radio.

After collecting sufficient materials, students break into small groups and are given written instructions to:

1. Examine each others' materials.
2. List the reasons stated or implied for why the individuals in the cartoons, etc. are drinking.
3. Decide and record what the cartoonist's attitude seems to be toward these reasons for drinking.
4. Decide and record whether you think these reasons for and attitudes about drinking are "good," "bad" or "indifferent" and why.
5. List the effects mentioned or described.
6. Decide and record what the attitude of the writer is toward each effect--does he feel it's humorous? sad? immoral? dangerous? fun? etc.
7. Decide and record whether you feel the same way the author does and why or why not.

Groups report their conclusions to the class and respond to questions and comments from class and teacher.

ACTIVITY #1
VARIATION

Topic: Effects: behavioral and physical

Method: Art: collage

Objective: Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

Activity: Students are told in advance of Activity, the purpose of the collages and shown at least one example of what is expected. Students cut pictures and/or words out of magazines and newspapers and paste them on poster paper. Collages can include both physical and behavioral effects or be restricted to one or the other. Students are instructed to include "good" effects as well as "bad" ones if they want.

Upon completion of collages, students break into small groups and are given written instructions to:

1. Pass around and examine the collages in your group and decide what each one is trying to say about alcohol's effects. Make a list of the effects illustrated in the collages.
2. Discuss and record which, if any, of these effects you would call "good" and which "bad."
3. Record why you believe they are "good" or "bad."

Groups report results to class and respond to questions and comments from other students and teacher.

ACTIVITY #2

Topic: Attitudes and Reasons

Method: Discussion

Objective: Students demonstrate knowledge of and ability to evaluate alternate attitudes toward alcohol use, non-use and abuse in order to make responsible decisions about drinking.

Activity: Students and/or teacher collect records, lyrics and/or tape recordings of songs involving alcohol use. Sample songs of the past that touch on alcohol are:

- . "Drink to Me Only with Thine Eyes" (English Ballad)
- . "One for My Baby and One More for the Road" (Frank Sinatra)
- . "Let's Go Get Stoned" (Ray Charles and contemporary revival)
- . "Have Some Madeira, My Dear" (Swann and Flanders)
- . "Thunder Road" (Robert Mitchum)
- . "Copper Kettle" (Joan Baez)
- . "Three Jolly Coachmen" (The Kingston Trio)
- . Many Irish drinking songs and Negro blues songs.

Teacher plays a song and/or class reads lyrics. Class discusses attitudes toward alcohol expressed in the songs and the reasons the people described drink.

ACTIVITY #3

Topic: Attitudes and Reasons

Method: Independent Study: research

Objective: Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

Activity: Students volunteer to keep a detailed written list of their exposure to alcohol for a given period of time such as one day, two days or a week. Examples of exposure that students and teacher can add to are:

1. advertisements on TV, radio, and billboards
2. liquor trucks, package stores and bars
3. references in conversations participated in or overheard
4. drinking or seeing people drinking in reality or in movies and on TV

After collecting exposure references, students read off their results to the class and total the type and number of exposures. Class then discusses what influence such exposure probably has on teenagers and adults and why.

ACTIVITY #4

Topic: Effects: physical

Method: Drama: simulation

Objective: Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

Activity: Students engage in physical exercises that illustrate what some of the physical effects of alcohol might feel like and how they might influence coordination and therefore safety.

Class meets in a large, hazard-free area, such as a gym. Students break into groups. Each group conducts a series of experiments in which one member of the group spins around until he is fairly dizzy. He then tries to perform several tasks such as:

- a. catching a ball
- b. walking a straight line
- c. standing on one leg
- d. reading a sentence rapidly

Each member of the group should be tested before spinning around to see if he can perform these tasks when not dizzy. Group keeps a record of the results. When every student has spun around, groups are given written instructions to:

1. Write a list of all the activities you would refuse or be reluctant to do while feeling dizzy.
2. Discuss and record whether you would drive a car while dizzy. If you wouldn't then:
3. Discuss and record why you think people do drive after they have become "woozy" after drinking.

Groups report test findings and discussion conclusions to class and respond to comments and criticism from class and teacher. Teacher may need to explain that many people drive after becoming "woozy" because alcohol can increase one's confidence in his abilities while at the same time decreasing his ability to make judgements. In addition, the impaired reflexes and coordination resulting from intoxication are not always as obviously manifested to the drinker as is the dizziness caused by spinning.

ACTIVITY #5

Topic: Effects: behavioral and physical

Method: Games

Objective: Students demonstrate knowledge of and ability to evaluate alcohol's physical and behavioral effects in order to make responsible decisions about drinking.

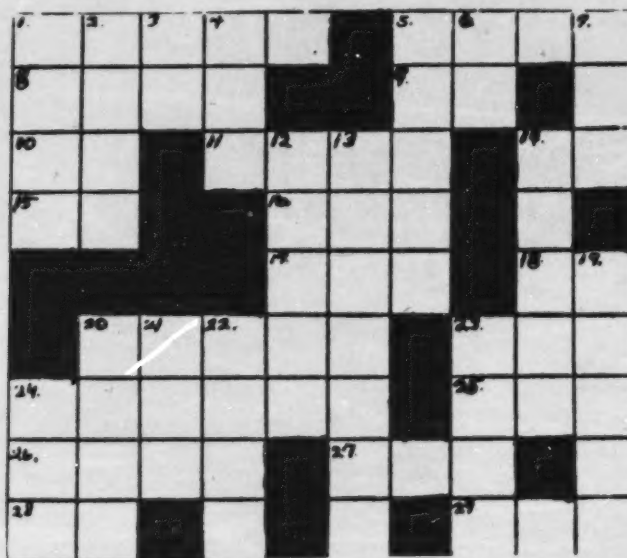
Activity: Students are given a list of options of word games they can create and then play in small groups. They add ideas of their own to the list and then select the one they would most like to create. Samples include:

- Crossword puzzles
- Playing "geography"
- Scrabble
- Unscrambling words
- Boticelli
- Twenty questions
- Board games

A record of progress can be kept for evaluating. Examples of each game are on the following pages.

CROSSWORD PUZZLES

Crossword puzzles. More learning and evaluation opportunities take place in creating crossword puzzles than in filling them in. Students begin them by first listing alcohol terms they want to include and then fitting them into a puzzle, adding other words as needed.



ACROSS

1. Too much alcohol can have this result
5. Skid row alcoholics often don't get enough of this because they spend all their money on alcohol
8. Grapes and yeast =
9. Regarding alcohol: the superego says "never;" the ego says "later;" and the _____ says "now."
10. Singular for verb "to be."
11. Dennis' the Menace best friend
14. _____ you like it

DOWN

1. A quick drink of alcohol
2. The way you might talk if you had too much to drink
3. The 14th letter of the alphabet
4. An alcoholic beverage missing the first letter
5. _____ thousand people are killed on the highway every year; 1/2 are drunk at the time
6. You can do this on alcohol, too (initials)
7. The alcoholic's withdrawal symptoms
12. A problem drinker in the family usually causes a lot of this

ACROSS

15. Initials and slang term for a common type of doctor that has had little training dealing with problem drinking but often has to deal with the results
16. Kind of belly beer drinkers get because of the calories they drink
17. When people weren't allowed to buy alcohol during Prohibition, many made it at home on the _____
18. Alcohol is changed by the liver into water and _____ (initials)
20. Hey _____, Black Label!
23. Another name for drunkard
24. Type of chips often eaten with beer
25. Singular of 23 down
26. You can actually make beer from this
27. Word for a town that sells alcohol
28. Type of Navy boat
29. Polite form of address

DOWN

13. Cirrhosis often.....
14. They make money "pushing" alcohol (abbreviation two words)
19. Type of sea mammal
20. Surrounds a castle
21. When you're sober enough to talk, they transmit your message (initials)
22. Type of fish
23. Type of large airplanes initials
24. Dad

22

1.	S	2.	L	3.	E	4.	E	5.	P	6.	F	7.	O	8.	O	9.	D
10.	W	11.	I	12.	N	13.	E	14.	I	15.	D	16.	T				
17.	I	18.	S	19.	R	20.	U	21.	F	22.	F	23.	A	24.	S		
25.	G	26.	P	27.	P	28.	O	29.	T	30.	D						
				31.	S	32.	L	33.	Y	34.	C	35.	C				
	36.	M	37.	A	38.	B	39.	E	40.	L	41.	S	42.	O	43.	T	
44.	P	45.	O	46.	T	47.	A	48.	T	49.	C	50.	S	51.	S	52.	T
53.	O	54.	A	55.	T	56.	S	57.	W	58.	E	59.	T	60.	E		
61.	P	62.	T	63.	S	64.	S	65.	S	66.	I	67.	R				

GEOGRAPHY

A student gives an alcohol term. The next student must define that word and then give a term whose first letter is the last letter of the previous word, and so on. Time limits can be set, as well as scoring procedures.

SCRABBLE

A student who makes a word must be able to define it to get credit. Abbreviations may be used. Player gets 1/2 credit for a word he can't directly relate to alcohol issues to the satisfaction of the other players.

H		F
A	N	T A B U S E
N	R	R
H I G H	E	M A S H
O	W	E
V		N
E		T O L E R A N C E
R		

UNSCRAMBLING WORDS

One student thinks of an alcohol term and writes it down with the letters scrambled. The others unscramble it, but must define it when they've figured it out.

zyidz = dizzy

naaeetl = Alateen™

yelpes = sleepy

oforp = proof

accitolk = cocktail

schirrsio = cirrhosis

temfrne = ferment

BOTICELLI

One of the students thinks of an alcohol term and gives the others only the first letter. Students take turns asking questions about the word. A student earns the right to ask a yes or no question only if he can think of an alcohol term, give the leader its definition, and the leader is unable to guess his word.

EXAMPLE:

Leader: My word begins with "b" and it's a three word phrase.

Sam: A common liver disease caused by drinking too much.

Leader: I can't think of the word. (Sam, having stumped the leader, can now ask a question about the term.)

Sam: My word was cirrhosis. Is the word "beer"?

Leader: No.

Lucy: When was selling alcohol in the U.S. illegal?

Leader: I know that one: Prohibition.

Lucy: Right. So I can't ask you a question.

John: One of the ways alcohol leaves the body--2 words.

Leader: I give up.

John: Carbon dioxide. All right. Does your word have anything to do with traffic safety?

Leader: Yes

John: Is it "blood alcohol level"?

Leader: You guessed it!

TWENTY QUESTIONS

A student thinks of an alcohol term. The other students take turns trying to guess it but are limited to twenty (or fifteen, or ten) questions. If unable to guess it within that number, they lose and originator wins. Questions are not random guesses but attempts to narrow down the topic the

word describes. They can be answered only yes or no. Wrong guessers are eliminated from the game.

Originator: I've got a word--actually, it's two words.

Rachel: Does it have anything to do with safety?

Originator: What kind of safety?

Rachel: Traffic safety.

Originator: No. That's one question.

Bob: Personal Health?

Originator: Yes. That's two.

Mary: Is it a disease?

Originator: No. Three questions.

Sue: I know! It's "hangover."

Originator: No! You're out of the game. That's four questions.

Frank: Do you have to drink a lot over a long period of time for it to happen?

Originator: Yes. Five questions.

Raymond: Is it something that can happen to alcoholics?

Originator: Yes. Six questions.

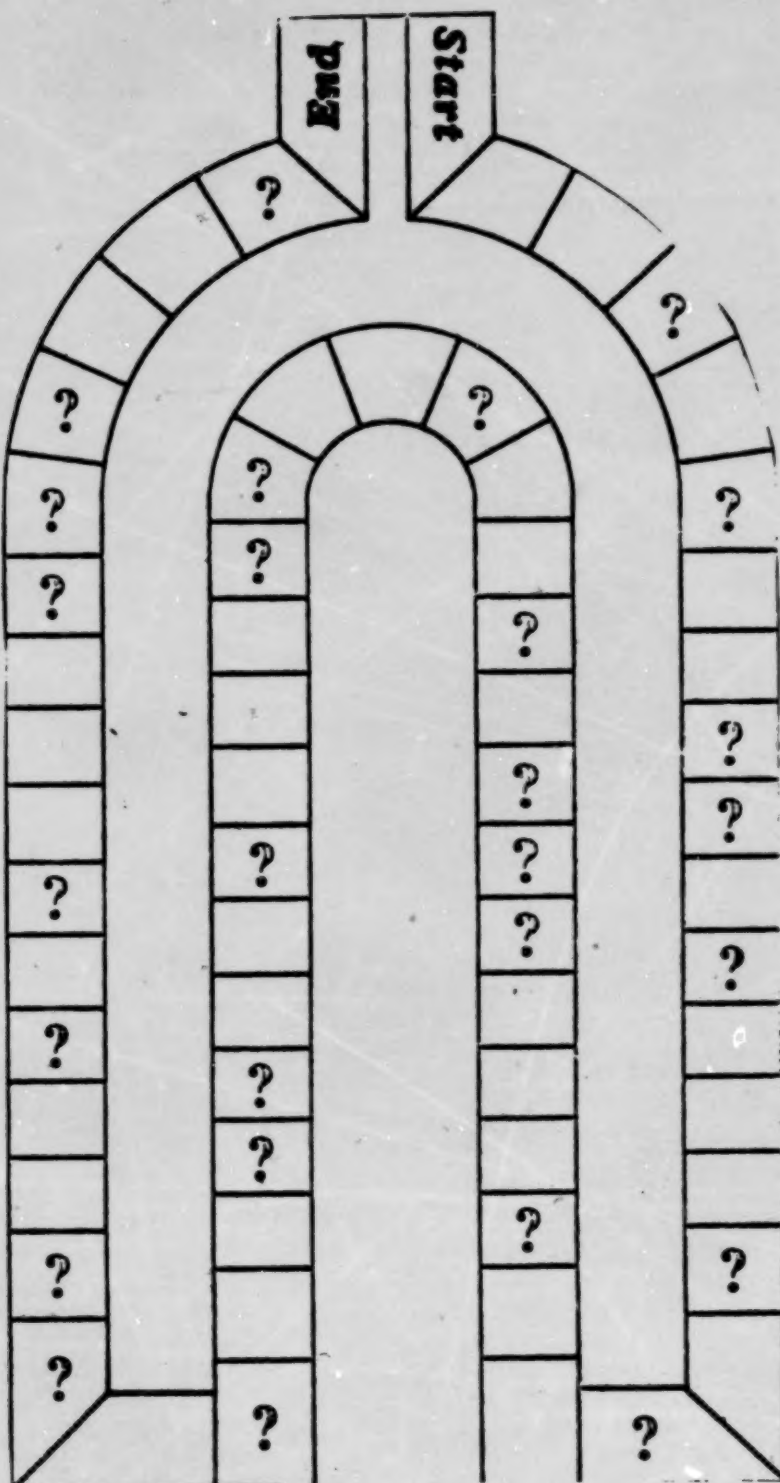
Karen: It is "delirium tremens?"

Originator: Yes! In seven questions.

BOARD GAMES

Students draw a large picture of a bottle and mark out blocks or steps. Question marks are put in several. Students take turns throwing die and moving their pieces (thimble, paper clip, chalk, etc.) ahead according to the number thrown. If they land on a question block, they must pick question cards from a pile or list of questions about alcohol. If they answer it correctly, they move ahead an additional two steps; incorrectly, they lose one turn. Students write up the question cards in advance.

Sample "board"



ACTIVITY #6

Topic: Effects: behavioral

Method: Discussion: small groups

Objective: Students demonstrate knowledge of and ability to evaluate alcohol's behavioral effects in order to make responsible decisions about drinking.

Activity: Students write brief descriptions of the "dumbest" and the "greatest" thing they have done (or seen someone else do) after drinking excessively.

Students are broken into small groups and given written instructions to:

1. Read each others' papers.
2. Place yourselves in the situations that resulted in the "dumb" behavior and discuss and record answers to the following:
 - a. Did you feel the actions was "dumb" at the time?
 - b. Would you drink again in a similar situation?
 - c. Why or why not?

Students can also discuss:

- . what risks were involved in getting drunk and doing something "great."
- . whether the "great" results were worth those risks.
- . whether the "great" results could have happened while sober.
- . whether they had control when drunk over whether the results of their drinking would be "great" or "dumb" and whether they would have such control in the future.

Groups report results to class and respond to questions and criticisms from class and teacher. Teacher may want to comment in particular on the subjectivity of the terms "dumb" and "great" -- that what seems "dumb" or "great" to one person may not to another.

ACTIVITY #7

Topic: Interpersonal: peer

Method: Discussion: small group

Objective: Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or abstain in order to make responsible decisions about drinking.

Activity:

Students explore ways of coping with pressures to drink or to abstain by responding to hypothetical letters from various age students who are faced with such pressures.

Students break into small groups and each group is given the letters that appear on the following page. Groups are instructed to act as a consultant bureau. Each "bureau" must answer each letter with a letter of advice. If they disagree among themselves, they may include more than one approach in their letter but they should write only one letter to the advice-seeker.

When all letters have been answered, the various bureaus exchange letters until each group of students has read the responses of several other groups.

The teacher has the class compare the various types of advice given by having each bureau explain why it advised a particular course of action and having other bureaus evaluate how effective they think that course of action would be and why.

Dear Abby,

I'm 17 years old and sometimes when I go out with my three best friends they get an older brother to buy us some beer. Usually someone's parents are out and we go over to his house and drink. My friends get pretty high and sometimes drunk. I try to drink as little as possible but they keep pressing me to drink more. If my parents catch me, I'll be grounded for weeks, and I'm not really that interested in drinking anyway. But these are my closest friends. What can I do?

Signed
Pressured

Dear Abby,

I'm the star linebacker on our high school football team and after every game there's a party at someone's house with a lot of drinking. I don't like the taste of alcohol and I get a lot of razzing from the guys and girls at the parties and sometimes on the field for not drinking. I'm sensitive about it and it affects my playing ability because I get self-conscious and feel I have to be twice as good as anyone else to make up for the razzing. What can I do?

Signed
Razzed

Dear Abby,

I'm dating this guy I really like but he not only never drinks (which is OK), but he also objects to my drinking wine with meals and beer at parties. He feels "nice" girls don't drink, except champagne on New Year's and he and I keep getting into fights. I was brought up to drink wine with meals and I like to relax with a beer or two at parties. What can I do?

Signed
Thirsty

ACTIVITY #8

Topic: Interpersonal: peer

Method: Discussion

Objective: Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or to abstain in order to make responsible decisions about drinking.

Activity: Class conducts experiment in which five or more students are told in advance to claim, when asked, that a certain object of about a foot long is between nine to ten inches long. It must be fairly obvious that the length estimated by these students is contrary to fact, but not absurdly so.

One student who will participate is not "clued in." He should be someone who will not be hurt by being a "guinea pig."

The teacher tells the class he wants to conduct an experiment to see if people agree on guessing the length of objects. He presents the object and asks the student to estimate its length, recording the answers on the board. The teacher should not ask the one naive student his opinion until next to last.

Presumably, the naive student will want to offer a true estimate of the object's length but may be afraid of appearing foolish vis-a-vis the other estimates and so may repeat the exaggerated estimates of his classmates.

Discussion follows on why the naive student may have estimated incorrect length and how this may relate to peer pressure and alcohol issues. For example, how people can be pressured into accepting a drink or getting drunk because they don't want to seem foolish to their friends, just as the "naive" student may have felt the length was 12" but didn't say so because he was concerned about appearing foolish to the class.

ACTIVITY #9

Topic: Interpersonal: peer

Method: Discussion: small group

Objective: Students demonstrate knowledge of and ability to evaluate alternate responses to peer pressures to drink or to abstain in order to make responsible decisions about drinking.

Activity: Students write a response to following instructions:

Describe 2 times you have tried to pressure a friend to do something. What did you do to pressure him? Were you with other friends? Why did you want him to do what you were pressuring him to do?

The following class, students break into small groups and are given instructions to:

1. Read each other's papers.
2. Discuss and record, for each situation, why the pressure is being exerted.
3. Make a chart and list all the reasons why someone might pressure someone else.
4. Discuss and record which, if any, of these reasons justify exerting pressure and which do not.
5. Discuss and record whether and how individuals who exert unjustifiable pressure can be
(a) discouraged from doing so and (b) resisted.

Groups report conclusions to class and respond to questions and comments from class and teacher.

ACTIVITY #10

Topic: Interpersonal: parent

Method: Discussion: small group

Objective: Students demonstrate knowledge of and ability to evaluate alternate rules parents can establish about their children's drinking behavior in order to respond constructively to parental behavior.

Activity: Prior to this class students are given a sheet instructing them to set rules for a son and daughter their age regarding alcohol use, for example:

You are the parent of a son and daughter your age. What rules, if any, regarding their use of alcohol will you set? You may want to consider:

	son	daughter	when	amount	type	penalty for disobeying
drink at home						
outside home						
drive after drinking						
buy liquor						
serve liquor to friends						

Students break into small groups and are given written instructions to:

1. Read each others' papers.
2. Discuss and record the best rule and penalty for each issue.

Groups report results to class and respond to comments and questions from class and teacher.

ACTIVITY #11

Topic: Problem Drinking: effects

Method: Role Play: game

Objective: Students demonstrate knowledge of the effects of problem drinking and alcoholism in order to respond constructively to problem drinkers.

Activity: Students role play game in which an employee who has been late and absent from work is questioned by his employer about his tardiness and absence. The object for the employee is to keep his job without telling his "boss" he has a drinking problem. The object for the employer is to find out why the employee has been late and absent, in order to determine whether to help him or to fire him.

1. Teacher explains game to class.
2. Two or three students volunteer to be employers.
3. Five students volunteer to be judges and are given scoring rules outlined below.
4. The rest of class forms teams of four, each representing an employer. Each team chooses a spokesman to role play its arguments with the employer. He is given role profile by teacher. Groups then decide what excuses and explanations he will give to his employer to account for his tardiness and absence.
5. Game is scored as follows:
"Employers" are scored on the basis of:
 - . ability to catch employee in contradiction.....0-3 points
 - . ability to get employee to admit to drinking.....0-5 points
 - . ability to come up with a good solution for employee who admits to drinking problem.....0-10 points"Employees" are scored on basis of:
 - . originality of excuse and how convincing.....0-5 points
 - . not getting caught in a lie.....0-3 points
 - . looking boss directly in the eye.....0-1 points
 - . not hesitating: speed of response.....0-3 points
 - . ability to convince employer.....0-6 points

Upon completion of each game, judges and teacher tally scores and announce winners. After each role play or after several, role players read their role profiles to the class. Class then discusses:

- . what feelings role players experienced and why (e.g., guilt, anger) and which of these were constructive and which were not and why (e.g., "firing," sending to AA).
- . what effects drinking had on the employee (e.g., dishonesty).

Variations and Supplementary Activities: Similar role plays can be held between students and principal and between boyfriends and girlfriends.

Sample Role Profiles:

Employee

You have been drinking rather heavily because of personal unhappiness. Because of your drinking you have had hangovers that prevent you from going to work some days and make you late on others. You feel you cannot tell your boss why you've been late and absent because you may be fired. You have a family to support and cannot afford to lose your job. You feel that eventually you'll be able to control your problem. Your boss has called you in for a talk and you're pretty sure he's going to ask you why you've been late and absent.

Employer

You have an employee who has been coming late to work and missing some days completely. A neighbor of his has called you to tell you his absenteeism and tardiness have been caused by alcohol abuse. But you can't tell this employee you know this because the neighbor would be in trouble, and you can't be sure the neighbor is telling the truth. You've called this employee in to try to get him to tell you the reasons he's been late and tardy so you can decide what to do about it.

Boyfriend

You've been having a lot of problems at home and partly because of this have been drinking quite heavily and quite often. Your best friends usually spend their evenings together getting drunk and you like to join them. However, your girlfriend disapproves of heavy drinking too often and might break up with you if she found out, and that would just add to your problems. At times you've showed up late for dates and have cancelled out a few times altogether because you were too drunk or too hungover to make them. You're on a date with your girlfriend right now.

Girlfriend

You have a boyfriend who has recently cancelled dates and been late for other dates with you. You've heard talk of his drinking heavily when he's not with you, but you don't want to accuse him of something serious like this without

being sure it's true. You have decided you must bring up his being late for and cancelling dates, however, and tonight you're going to raise the issue because you don't like being stood up or waiting. On the other hand, you like your boyfriend a lot.

Student

You've been hanging around with a group of friends who like to skip school or come in late after polishing off a six pack or two of beer. You've also been drinking between classes from beer smuggled into the cafeteria and bathrooms. You like your friends and to stop drinking with them would mean cutting yourself off from them. The principal has called for you to come to his office during third period and you suspect he's going to question you about your unexcused absences and tardinesses. If you tell him the truth, you may be suspended.

Principal

You have a student in your school who has been late for school several times recently and skipped school a few days too. You have heard through the grapevine that he may be drinking heavily. However, you don't want to accuse him of something like this without knowing for sure. You've finally called him in to explain to you why he's been late and absent so often.

ACTIVITY #12

Topic: Safety: interpersonal

Method: Discussion

Objective: Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

Activity: Students write brief responses to one or more scenarios in which a driver who has been drinking excessively offers them a ride.

The following class, students break into small groups and are given written instructions to discuss:

- . What they would do, how and why
- . What they should do, how, and why
- . How any discrepancy between what students would and should do can be resolved.

Each group reports its conclusions to class and responds to questions and comments from class and teacher.

Sample Scenarios:

You are just finishing up hockey practice and your brother has come to pick you up. He hates this task and you know it, but the rink is several miles from home. A taxi would be expensive and your father is working and your mother taking care of your brothers and sisters. This time your brother is roaring drunk but insists he's able to drive OK. You have about 25 cents on you. Bus fare to your home is 55 cents. What will you do? What should you do? Why?

You and four friends have been drinking in the park. Three of them start walking home, but the one who owns the only car and is really drunk stays to drink a little longer with you. You live a good four miles away and there is no public transportation. You know your friend will insist he drive you home. You have about \$5.00 on you. It is 2 a.m. What will you do? What should you do? Why?

You baby-sat tonight with three children while their parents went to a party. You need every cent of the money for new school clothes, so you don't want to take a cab. The lady, who is your mother's best friend, offers to drive you home. But she is so drunk she had trouble getting in the house at 2 a.m. What will you do? What should you do? Why?

New scenarios can be created by varying:

- . the amount drunk by the driver.
- . the relationship between the driver and the rider.
- . the amount of money the potential rider has, the distance to his home, and the availability of other forms of transportation.

ACTIVITY #13

Topic: Safety: interpersonal

Method: Discussion

Objective: Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

Activity: Students write briefly what they would do and what they should do in one or more situations in which a friend or relative is about to ride with a driver who has been drinking excessively.

The following class, students break into small groups and are given written instructions to discuss:

- . What they would do, how, and why.
- . What they should do, how, and why.
- . How any discrepancy between what students would and should do can be resolved.

Sample Scenarios:

Your father has been drinking heavily and is about to drive your mother to do some grocery shopping. It is 9 p.m. and the roads are still icy from the previous day's snowstorm. She has no license and there is no food in the refrigerator. What, if anything, would you do? Why? What, if anything, should you do? (or: What would you want to do?) Why?

You are at a party and your best friend has just accepted a ride home from another friend who is drunk. No one else lives near him except a boy he hates for having stolen his girlfriend last year. You have no license and no money and you know your friend doesn't have much money. He lives 2 1/2 miles away. It is a cold winter night, around 11:30 p.m. What, if anything, would you do? Why? What, if anything, should you do? Why?

Your 17-year-old sister has a date with her boyfriend. You just let him in the door and he's obviously drunk since he knocked over a lamp trying to sit down and has talked only

nonsense. You go upstairs and tell your sister he's drunk and she tells you to mind your own business. You know they are going in his car to a party way on the other side of town. Your parents are next door with friends. What, if anything, would you do? Why? What, if anything, should you do? Why?

You are hitch-hiking to school because you are already late for first period. A nice-looking, middle-aged lady in a station wagon offers you a ride, so you get in. You are sitting next to her in the front seat, and you can smell whiskey on her breath. In the back are her two small children and a dog. What would you do? Why? What should you do? Why?

Scenarios can be altered by varying such factors as:

- . how drunk the driver is.
- . the relationships between the three people involved.
- . how badly the passenger needs the ride.

ACTIVITY #14

Topic: Safety: interpersonal

Method: Discussion

Objective: Students demonstrate knowledge of and ability to evaluate alternate parental responses to their children's drinking and driving in order to respond constructively to parental behavior.

Activity: Students write brief response to one or more scenarios in which they are parents who have found their children in drinking and driving situations.

The following class, students break into small groups and are given written instructions to discuss the best course of action the parents could take in each situation and why.

Groups report conclusions to class and respond to questions and comments from class and teacher.

Sample Scenarios:

You are the parent of a son your present age. He has just pulled into the driveway after having gone to a drive-in three miles away with his friends. He comes into the house obviously drunk. The car is his car -- he paid for it working summers. What, if anything, do you do? Why?

You are the parent of a daughter your present age. She has just been driven home from a party by her friends. You happen to be taking out the garbage before going to bed, so you notice how poorly the car is being driven. When it stops you walk over and see the driver is pretty drunk. What, if anything, do you do? Why?

You are the parent of a son your present age. The police have just called you telling you that he was riding with two friends in your oldest son's car. Your oldest (18) son was driving it while legally drunk and the police arrested him. The police tell you to come pick up both your sons. What, if anything, will you do with each? Why?

You are the parent of a daughter your present age. She has been out babysitting for your best friend till 2 a.m. Your friend just drove her home. You saw the car come weaving down the street and turn into your driveway, running over some shrubbery. You know your friend likes to drink heavily at parties. What, if anything, do you do or say? Why?

Scenarios can be altered by varying such factors as:

- . how drunk the driver is.
- . whether it is a son or daughter who is driving or riding.
- . the relationships between the participants.
- . the number of times the son or daughter has been caught before.

ACTIVITY #15

Topic: Safety: interpersonal

Method: Drama: role play

Objective: Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

Activity: Students role play scenarios of passengers being driven by drivers who have been drinking. Students can write and role play their own scenarios, too. Chairs can be set up to represent a car.

Upon completion of each role play, "driver" and "passengers" read their role profiles aloud and discuss what feelings they had as they role played. Non-participants discuss what they would have done had they been involved. Teacher adds own comments.

Sample Role Profiles:

Driver

You're driving home from a party, giving your best friend a lift home first. You simply don't believe you're drunk even though you had a lot to drink at the party. You feel perfectly capable of driving and it would take a lot to get you to change your mind.

Passenger

You're getting a ride home with your best friend after a party at which he (she) had a lot to drink and you had very little because you're just getting over mono. Your friend is obviously very drunk. He (she) keeps driving in the left lane and has already run two red lights. It's another twelve miles to your home along the freeway.

Driver

You're driving your steady date home from a party where you had a lot to drink and there's another couple talking in the back seat that you're taking home, too. Your date is sitting next to you and you're not about to let her or the guy in the

back seat know you can't hold your liquor, even though you know deep down you're in no shape to be driving, because you've stalled the engine once and run through at least one red light.

Passenger

You are getting a ride home with a friend. His date is with him in the front seat and you're with yours in the back. You'd like to be concentrating on impressing your date, but your friend is pretty drunk. Every few minutes he does something weird like running through two red lights and stopping at one green light. He's stalled the engine once and tried to comb his hair in the rear-view mirror while driving 50 mph. It's 8 more miles to your girl's home.

Driver

You know you already had a little too much to drink at Joe's as you drive the gang over to the High School dance. You don't want to stop driving because you desperately want to show off your new second-hand Corvette at the dance. On the other hand, you don't want to damage it in an accident or lose your license to operate it. If you can find a good excuse, you are willing to pull over, lock the car and hitch, but no one is going to replace you at the wheel of your "Vet."

Passenger

You are riding with the gang to the High School dance but your friend who is driving has already had too much to drink at Joe's. She (he) talks like she's (he's) sober but she's (he's) going 75 mph in a 30 mph zone. It's six more miles in traffic to the dance and you'd like to get there in one piece, and not be delayed by an arrest, because this dance is your first big chance to meet the cute football player (cheerleader) in Mr. Johnson's homeroom.

Role profiles can be altered by varying:

- . sex of driver and passengers
- . number of passengers
- . relationship of driver and passengers to each other
- . amount driver and passengers have had to drink
- . distance to destination.

ACTIVITY #16

Topic: Safety: interpersonal

Method: Drama: role play

Objective: Students demonstrate knowledge of and ability to evaluate alternate responses to interpersonal situations involving alcohol use and traffic safety in order to make responsible decisions about drinking and driving.

Activity: Students role play confrontation between friends, one of whom has been drinking excessively and is about to drive.

At the end of each role play, participants read their role profiles to the class and discuss the feelings they experienced while acting. Other students discuss how they might have responded to the situation. Teacher adds own comments.

Sample Role Profiles:

Friend

Your best friend is pretty drunk and is ready to drive his girl home. You feel he's in no condition to drive and even if he doesn't hurt himself, his girl or someone else, he's liable to get arrested and lose his license. But you know you're going to have a tough time convincing him not to drive when he's with his girl. She'd like him not to drive, but is afraid to say so. In addition, he has no money to take a taxi and there are no buses around the neighborhood.

His girlfriend

Your boyfriend at this party has been drinking quite a bit, something he usually doesn't do. You've kidded him about it, trying to get him to slow down, but he won't take the hint. Now he's ready to drive you home and you'd rather he didn't drive but you're afraid to tell him not to.

Drinking driver

You are with your girlfriend at a party and have had quite a bit to drink, but you're not about to admit to her that you're too drunk to drive her home -- that you can't hold your liquor. Besides, she lives only four miles away and the roads should be pretty empty at 2 a.m.

Friend

You and four friends have been drinking in the park. Three of them start walking home, but the one who owns the car and is really drunk stays to drink a little longer with you. He's (she's) going to insist on driving you home because he (she) won't admit he (she) can't hold his liquor and, anyway, he (she) seems to get his (her) kicks out of doing risky things. You know that if you refuse to go with him (her) he'll (she'll) still try to drive home. Now that it's 2 a.m. he (she) starts to stagger up to leave.

Drinking driver

You've been drinking in the park with four friends. Three have started walking home and now you're almost ready to leave too and give the fourth one a ride home. You've had quite a bit to drink, but it's fun, you feel, to try and drive when you're drunk. You start to get up to go home, and you'll insist on giving your friend a lift -- it's more fun driving with someone when you're drunk. Your friend is usually a sissy and and you want to help him (her) get over that.

New role profiles can be created by varying:

- . the amount drunk by the driver.
- . the relationship between the driver and the friend.
- . the reasons the driver wants to drive.
- . the extent to which the driver knows he is incapacitated.
- . the amount of money the driver has, the distance to his home, and the availability of other forms of transportation.

ACTIVITY #17

Topic: Safety laws

Method: Independent Study: poll

Objective: Students demonstrate knowledge of and ability to evaluate alcohol safety laws in order to make responsible personal and public policy decisions about drinking-driving behavior.

Activity: A small group of students draws up a poll to discover the community's attitudes toward and knowledge of drinking and driving laws. The group solicits questions from classmates. Sample questions include:

1. What is the penalty for driving while drunk in this state?
2. What should the penalty be for driving while drunk:
(a) first offense? second offense? third offense?
(b) and causing an accident involving property damage?
(c) and injuring a pedestrian?
(d) killing a pedestrian?
3. Should police be allowed to force suspects to take a breathalyzer test? blood test?
4. Have you ever driven when "high"? drunk?--never, once a couple of times, several times, often.

The group decides what relationships it wishes to study, such as age, sex, whether respondent drinks and how often and heavily. Students decide to whom to administer poll and how. Group tests poll by administering it to own class.

After conducting poll, students tabulate results and analyze relationships. Group prepares report that evaluates public's attitudes and information and presents it to class, responding to comments and questions from class and teacher.

ACTIVITY #18

Topic: Effects: physical

Method: Resource Person

Objective: Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking and driving.

Activity: Teacher invites a resource person through the Texas Department of Public Safety to discuss the implied consent law and the principle of the breathalyzer.

ACTIVITY #19

Topic: Attitudes and Reasons

Method: Independent Study: cooking

Objective: Students demonstrate knowledge of and ability to evaluate reasons people drink or abstain in order to make responsible decisions about drinking.

Activity: A small group of students researches the use of alcohol in cooking and alcohol's food value. Possible research methods include:

- . researching literature
- . seeking out relevant recipes from cookbooks
- . cooking some of the dishes at home and bringing them to class for tasting
- . asking other students to ask their mothers or cooking teachers and classes to cook dishes requiring alcohol and bring them to class
- . taking notes on or collecting the menus of several French restaurants
- . interviewing chefs of French restaurants
- . watching TV cooking shows such as Julia Child and the Galloping Gourmet

The group takes responsibility for dividing up the research work.

Group prepares report and presents it (and foods for tasting) to class, responding to questions and comments from class and teacher.

Variation:

- . This can be conducted as a class activity or as a written research report.
- . Activity is useful in a study of alcohol's effects (food value, taste).

ACTIVITY #20

Topic: Effects: physical

Method: Science

Objective: Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

Activity: Students obtain several goldfish and put all but one into small (three inch) solutions of 1/2 ounce alcohol mixed with three-fourths of a pint of water. This is equivalent to the alcohol content of a twelve ounce bottle of beer. When the effects of the alcohol can be seen, usually in about twenty minutes, place fish in fresh water. Keep one fish in fresh water from the start to compare his reactions with those of the other fish.

Class discusses whether alcohol would affect human beings in similar ways. Teacher can raise issue of body weight as a factor in alcohol's effects and illustrate it by repeating the experiment with fish of different sizes and timing how long it takes each fish to become affected by the alcohol.

Variations: The experiment can be repeated with a frog placed in a large jar containing the same proportions of alcohol to water. Place a wire net on top of the jar. Put frog in fresh water to recover.

ACTIVITY #21

Topic: Effects: physical

Method: Drama: games

Objective: Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

Activity: Students exercise their understanding of the differences between ethyl and methyl (or other) alcohol and effects of each by playing a simple game. Materials required include a small gameboard, a set of cards (on following pages) and a die.

Class breaks into small groups of three or four students. Each group is given a set of game materials. The first time the game is played, the students cut out their own ethyl-methyl cards. Each group will need a die to determine the number of boxes to move on the board. Instructions appear on the following game board.

Variations and Supplementary Activities: Students and/or teacher can make the game more complex by using blank cards to make more specific alcohol designations, such as "ethyl-beer" or "ethyl alcohol -- 12%." Students and/or teacher can make the board boxes more difficult and specific also.

S T A R T									Party-- cocktails & dinner	Bitter cold Feb. day, -10. Is your car winter- ized? Check antifreeze.	Clean germs off a thermo- meter P	Made from distilla- tion of cereals	Teen party: looking for a high so they drink alcohol	Chemical factory-- used in making chemicals	Religious ceremony involving sharing a goblet of wine.	Made by fermenting fruit	Friend heard alcohol produces a nice relaxed feeling. What kind?		
									Liquor store sells it.	People have drunk it and gone blind. B	People have drunk too much and been killed crossing the street.	Labels often tell how much alcohol is in the bottle.	Car radi- ator froze for lack of alcohol.	Restau- rants of- ten serve it.					
				Baby runs high fever needs as- pirin & al- cohol rub	Used to re- duce teeth- ing pain in babies by putting on baby's gums	If you drink too much don't drive. P	You can tell not to drink it by reading the label care- fully.	Some cos- metics contain it.											
				B Bonus "Bonus" on a box means you may lay down 2 correct cards instead of just one. P Penalty "Penalty" on a box means you must lose a turn if you laid down an incorrect card and were correctly challenged to remove it. Losing a turn is in addition to removing the incorrect card.															
				Rules: - Each player receives 12 cards, 6 ethyl and 6 methyl-denatured. - Roll die to determine first player; move clockwise in turn after that. - Throw die to find out number of boxes to move. - Each box represents a situation involving alcohol. <u>You</u> decide which kind of alcohol. - When you land on a box, lay down the correct kind of alcohol card -- ethyl or methyl-denatured. - If you land on a box already covered by a card, better luck next turn! Next player moves. - If you land on a box requiring a kind of alcohol card you've run out of, better luck next turn! Next player moves. - Challenges: If you think another player has laid down an incorrect card, you may challenge. If you're right you get to lay down the right card. He removes his. If you're wrong, original player may put an additional correct card on top of first. Winner: -- Player who uses up all his cards first, or has fewest left at end of game is the winner.															
It's used to make plastics.		When you get a rub- down with it you feel cool all over.	It can make a party happier and livelier.	It comes in bottles labeled poisonous if drunk.	LOSE ONE TURN	You have to drink a lot for it to kill you.	People get into acci- dents from drunk too much.	Use on fro- zen car lock. B	If you've drunk it, vomit right away.	GO AGAIN									

PLAYER 1

PLAYER 2

PLAYER 3

PLAYER 4

Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol
Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol
Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol	Ethyl alcohol
Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol
Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol
Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol	Methyl alcohol or denatured alcohol

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ACTIVITY #22

Topic: Effects: physical

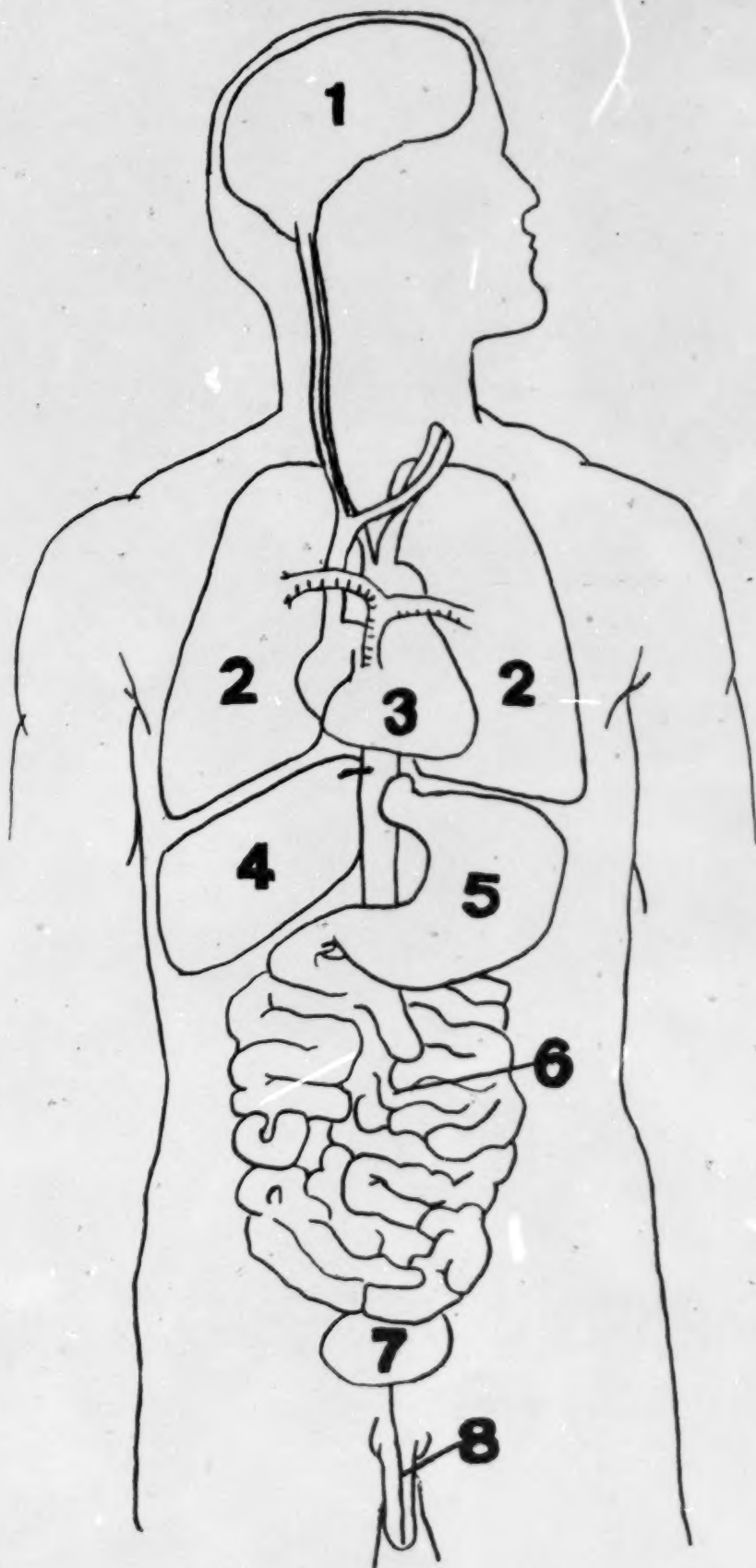
Method: Science

Objective: Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

Activity: Students are given xeroxed copies of the diagram of the human body found on the following page. Students trace the passage of alcohol through the body indicating important points along the way where it can affect the body, such as the liver, stomach, heart and brain. Students include a "legend" that explains what alcohol may do to the body over the long run and/or immediately at each of these focal points.

Students can fill in the diagram as they research alcohol's effects or as the teacher lectures on them. Or, as an evaluation activity, students fill in diagram from memory. Numbers correspond to the following body organs.

- | | |
|----------|---------------|
| 1. Brain | 5. Stomach |
| 2. Lungs | 6. Intestines |
| 3. Heart | 7. Bladder |
| 4. Liver | 8. Urethra |



ACTIVITY #23

Topic: Industry: manufacture

Method: Science

Objective: Students demonstrate knowledge of the nature of alcohol in order to make responsible decisions about drinking.

Activity: Students are given instructions to perform the following experiments, to record their results and to write what industrial uses alcohol might have based on these results. Students perform them either in small groups or individually.

1. Put a leaf in alcohol and a leaf in water. Put a drop of oil (castor or olive) in alcohol and in water.
2. Determine the boiling and freezing points of alcohol and water by placing a cooking thermometer in each as they approach the boiling point.
3. Touch a lighted match to a dish of water. Do the same for alcohol. (Extinguish flame by putting a water glass over the dish.)
4. Fill a two-gram vial half full with water. Tip vial and slowly fill with alcohol. Close top with finger, turn upside down and shake.

Teacher points out, on basis of experiments, how the properties of alcohol (good solvent, low freezing point, high boiling point, flammable and moisture absorbing) can and are put to use in industry (antifreeze, preservative, rubbing alcohol).

Variations:

- . The experiments can be performed as a class demonstration by one group of students or by the teacher.
- . Students can water one plant with water, another with an alcohol solution (3 teaspoons of alcohol to 1 pint of water) and observe results.

ACTIVITY #24

Topic: Effects: physical

Method: Science

Objective: Students demonstrate knowledge of and ability to evaluate alcohol's physical effects in order to make responsible decisions about drinking.

Activity: The teacher and/or students perform the following experiments:

In a 400 ml. beaker make a starch emulsion by mixing one-third teaspoon of starch in 150 ml. of cool water. Stir to prevent scorching and bring to a boil. Cool and pour a few mls. into a test tube for use later. Place a 6 inch square of non-waterproof clear cellophane (such as gift wrapping) over the 400 ml. beaker containing the starch; fold over the edges and bind very tightly with a heavy rubber band. Fill two 1,000 ml. beakers about half full of water at 115 degrees F. and add to each beaker 6 drops of tincture of iodine or enough to give a definite yellow color.

Invert the 400 ml. beaker and place in one of the 1,000 ml. beakers containing iodine. Place the few mls. of starch set aside in the other 1,000 ml. beaker and observe the change when starch and iodine combine.

Dissolve a few crystals of potassium permanganate in about 25 ml. of water and add a ml. or two of this solution to a 1,000 ml. beaker containing 800 ml. of water at 115 F. so that a faint but definite purplish pink color develops. Add a few drops of HCl to acidify the solution. Pour half of this solution into another 1,000 ml. beaker. Put 150 ml. of alcohol into a 400 ml. beaker and bind a cellophane sheet over the top. Invert and place in one of the beakers containing the KMnO_4 . Use the other one for comparison. Fill a test tube about half full of a faint warm KMnO_4 solution which had been acidified with a few drops of HCl and add about 5 ml. of alcohol. Notice what happens when alcohol and KMnO_4 comes together. In five minutes examine the beakers. Which substance is diffusing through the membrane faster? Examine again in 30 minutes.

Comment: The KMnO_4 should clear in about 10 to 20 minutes. The starch will not diffuse and produce the blue color even if left several days.

SAMPLE EVALUATION QUESTIONS

An evaluation instrument for each teacher to use in his or her own classroom would be most difficult to design. Teachers are encouraged to create their own evaluation measure based on their particular subject area, approach, areas of emphasis, and expertise. The following questions are presented only as an example or guide.

1. What is the implied consent law?
2. What does presumptive level refer to in convicting a driver of drunken driving?
3. In Texas what blood alcohol level must be reached to presume that a driver is legally under the influence?
 - a. .05 percent
 - b. .08 percent
 - c. .10 percent
 - d. .15 percent
4. Blood alcohol level can be determined by all of the following except:
 - a. temperature
 - b. blood
 - c. saliva
 - d. breath
 - e. urine

True or False

5. One hundred proof whiskey is 50 percent alcohol.
6. Oxidation occurs at a constant rate regardless of the level of physical activity.
7. Alcohol is a stimulant.
8. A drink or two will improve your skills.
9. Alcohol warms the body.
10. Alcohol contains vitamins.
11. Alcohol contains calories.

12. Beer has a lower alcohol content than does wine or spirits.
13. Cold showers and hot coffee help a person sober up.
14. Alcohol has the same effect on everyone who weighs the same.
15. You will get drunker by switching drinks than by taking the same amount of alcohol in one form such as bourbon.
16. You can detect alcohol on a person's breath.
17. Taking a drink of water the morning after the night before when considerable wine was drunk produces intoxication.
18. An exceptional person can have .15 percent of alcohol in his blood and still retain all of his faculties.
19. A person weighing 200 pounds can oxidize more alcohol in a hour than a person weighing 100 pounds.
20. The enzyme which begins oxidation is located in the liver.

Answers:

1. It requires a driver arrested for driving under the influence to submit to a breath test or lose his driver's license.
2. A blood alcohol concentration defined by state law, that is high enough to lead one to presume, but not be absolutely sure, that he was intoxicated.
3. .10 percent
4. temperature
5. True
6. True
7. False
8. False

- 9. False
- 10. False
- 11. True
- 12. True
- 13. False
- 14. False
- 15. False
- 16. False
- 17. False
- 18. False
- 19. True
- 20. True